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TABLE OF CONTENTS.

Days in My School.....	Page 1
The Schools of New York City.....	1
Romance of English Grammar.....	2
Ohio.....	2
The Prize Exhibition.....	3
Kim's Last Whipping.....	4
Editorial.....	6
Among the Schools.....	6
Real and Individual Education.....	7
Book Notices.....	8
The School-Room.....	8
Letters.....	8

Days in My School.

No. I.

I had entered a new school. What had been the characteristics of my predecessors I knew not, but as I stepped my feet upon the pine log, taking precedence in the front rank of door steps, I cast my eye over the surrounding scenery in quest of traces of her handiwork. The lady had been a graduate of the Albany Normal School, so had my Director informed me, and I thought surely "order will reign supreme for once in my little kingdom." Though how so distinguished a scholar had found her way, and had been contented for two years, in these Michigan fastnesses I could hardly imagine. Already, I had even turned my longing eyes towards home. It loomed up in the distance before my strained vision, and its dear home pleasures and comforts seemed wonderfully enhanced even by a week's absence. And yet, I had not commenced my school. What should I do before the one whole year, for which I had engaged, should elapse.

But I had learned that this previous teacher of mine, had been preparing her wedding trousseau, and having a sister residing near this lake town of saw-dust and sand-bars, she had availed herself of the few extra dollars of a public school salary to increase the weight of her silver forks, and add a few yards of lace to her wardrobe. Surely I had thought to find traces of a good teacher, I shall find refractory children in the most perfect state of obedience, I said to myself. With this advance in discipline, I can work with increased ardor. Whispering lips will be closed in an immaculate silence, clattering boots will already have received "anathem maranatha," angelic sweetness will sit enthroned upon each brow and, I shall have naught to do save instill principles of purest virtue, elaborate the most perfect maxims, pour balm and oil upon Gilead, lead each gentle child to heaven's gate, saying "Lord, I have gleaned other five sheafs;" "Hast thou gleaned well to-day?" * * * * And I entered the doorway, my hand clasped in a dozen outstretched palms, the clinging fingers of sundry pugnacious fists pulling hard at my dress, which seemed in imminent danger of being pulled from its fastenings, my feet beset behind and before by what to me resembled hordes of wandering bedouins. Verily, I thought, I have a light to my feet and a lamp to my path. I rescued myself from their stalactite hold and viewed the landscape o'er. Dark columns of fir frowned upon me from every side. Naught but weary battlements of pines, and their dusky shadows intermingled with bright spots of cedar, met my eye in the distance. I wearied of its weariness. The white sand loomed up in occasional hills dotted with here and there a scraggy pine shrub. Some day, I thought, I will amuse myself by climbing their white sides. A desolateness came over me, and I felt that I could scarce endure an existence fraught with such monotony. I had seen few people in the town yet, possessed of any culture, and no one with whom I cared to be on terms of intimacy. Friendships are quite necessary to our happiness, for who can lead a solitary existence.

A pine log was my door step. It was virtually new, for

the sap oozed out at each end, it being a bright thawing day. Spreading shreds of the odorous leaves sprung forth from the clinging bark, and here and there a gnarled branch thrust its head into the faces of the climbing boys. Doubtless, my Director had minded to give my house a spring cleaning, and in his efforts to improve my domicile, had included a new door step. I was thankful, inasmuch as I was unable, except by the aid of the older boys, to ascend its perpendicular sides, and plant my feet upon the threshold of my tenement.

I viewed the inner surroundings and my heart failed me. Anything is sufficient for a school-house, is the generally prevalent opinion, and in this idea, surely public sentiment has done its most perfect work. I think few barns on the circuit where I am stationed, can be found not better finished than this pedagogical edifice in which, myself, clothed in gaiters, silk apron, white stockings, and 75 little children are to pass the greater part of their waking hours during the coming year. It is little matter where our children spend the day, as long as our horses are well fed, stabled, and curried. This is the extent of a father's responsibility. But I have not yet described the beauties of my country residence. Did curtains adorn the windows? Ay, the sun shone with undiminished fervor throughout my room, illuminating each chink and corner and bathing the eyes of every child in unabated glory. No matter, sunlight is healthful, though it shine in glazing tones, and here truly, we can bath all day in its white glimmering heat.

An old fashioned brick chimney thrust its head out from beneath the rafters, and the smoke from odorous pine curled over the gabled ends of the pine logs of which this frail tabernacle was constructed. A stove (who ever heard of furnace and registers in a school-house) stood in the center of the room, which from the refreshing odors sent forth in every direction I concluded had been recently blackened. In self-defense, we threw open doors, windows, and all loop holes, the names of which were legion, and also every available crevice which would admit a breath of Heaven's oxygen. A hickory poker of mythical dimensions lay before the stove, this kind of wood seeming to abound in certain regions where pine is not. Pine trees are the primitive elements of this country, the only indigenous inhabitants, and it behooveth not any one to erect a more suitable accommodation for teacher and pupils. Looking through the rafters, my eyes can pierce the farthest zenith, Mrs. Heman's whispering pine sigh in my ears, and the shiver of the Michigan waves lashing the white sand hills pierces the marrow of my bones. I have again builded a fire in my unburnished stove—the green twigs crack—the floor is strewn with the rattling boughs—I set the girls to sweep, and I ring my bell with frenzied vehemence, for amidst the confusion of Babel tongues, and the myriadic dialects, I fear that it will not be heard—the boys pile in in avalanches, loud talking and screams come from every side, for they seem to have been in the habit of talking until the extremest nadir of the seat is reached, (a custom in which I shall fain not indulge if ever I see order come forth) from these world-warred precincts.

SARAH STERLING.

The Schools of New York City.

We conclude our extracts from the report of the City Superintendent.

"The constant use of wall maps in connection with the reading of history cannot be too often or too strongly recommended. It is impossible for a pupil to obtain a clear idea of what ancient Greece or ancient Rome was, without having the maps of those countries constantly in view.

"The results obtained by the majority of teachers in French and German are admirable, if we take into consideration the shortness of time which is allowed for these

studies. When the full time allowed by law (100 minutes a week in each of the three higher grades) is devoted to the study of one of these languages, as is the case in nearly all the German classes, the pupils of the highest grade acquire generally a good ability to translate German pieces of prose and poetry into English. Every German class of the highest grade now uses a German reader, and the French classes will reach the same standard whenever the same amount of time is given to them. An accuracy of rare excellence has been attained by some classes in rendering English sentences into German or French; and it affords me special pleasure to state, that in one German class containing upwards of 40 pupils, not a single mistake was made in a written translation of two English sentences. I believe I can say, from a long experience in teaching, that a result like this is rarely attained.

"It has been a pleasure to me to notice how extensively the remarks made by me in last year's report, on the method of teaching etymology, have been read, pondered, and made use of. Some of the errors to which I had to call attention last year have been almost wholly avoided; while in regard to others there has been a practical correction. Among the defects that are still found to exist the following deserve attention:

1. The method of instruction, in some cases, is too mechanical. Too much time is spent in mere memorizing, and too little attention given to such illustrations and exercises as are needed to give the pupils a full comprehension of what they are required to commit to memory. Thus, teachers of the 5th grade occasionally content themselves with having a list of prefixes and suffixes committed to memory, neglecting entirely the selection of suitable examples to illustrate their meaning. For example, the teacher will ask a pupil the meaning of the prefix *ex*, and, after receiving the correct answer, will ask for an example. The pupil will, perhaps, give the word *expect*, which the teacher accepts as satisfactory, and passes on. Now, it is plain that if this reflects the habitual method of the teacher, the pupil cannot have, and will not have, an accurate idea of what the prefix means. A proper teaching of prefixes and suffixes in the 5th grade, requires that the words used as first examples for illustrating the meaning of a prefix or suffix should clearly show to the pupil both the meaning of the affix and the meaning of the primitive word. A similar mistake is made by those teachers of the 4th grade who begin the teaching of Latin roots by requesting the pupils to commit to memory a Latin root, its English meaning, and two or three undefined English derivatives. The pupils, for instance, will learn "*ago, actum*, radical part *ag, act*,"—*I do, I drive*, English derivatives, *exact, actuate, navigate*," and the pass on to the next root, without knowing the etymological meaning of the derivatives, or the connection between the actual and etymological meanings. Teachers who pursue this method intend, after a number of roots have been learned in this way by heart, to return to the first root, and supplement the instruction by tracing the meaning of the derivatives. This process is not in accordance with one of the fundamental principles of education, which demands a full understanding of any subject by the pupil should precede the memorizing of it. The mere knowledge of the fact that *exact* and *navigate* are etymologically connected with the Latin word *ago* adds little, if anything, to the pupil's stock of knowledge; and the time spent in memorizing roots and derivatives must be regarded as lost. If the teacher, on the other hand, begins by showing how the radical part of the word *ago* appears in a large number of English words in common use, such as *ag-ent, ag-ency, act-or, act-ive, act-ion, ex-act, en-act, re-act*, and if he lets the pupils state the meaning of each prefix, and suffix, and show how the common meaning of these results from the meaning of the root, it may reasonably be expected that all, or nearly all, the

pupils of the class will not only remember the meaning of the Latin root in these words, but that they will get, from the start, some idea of the extent to which even words in common use are derived from Latin, and of the advantages which a study of the common Latin roots will afford them. The usefulness of this exercise will, of course, to a large extent, depend on the good selection of derivatives, which are to illustrate the meaning of the root word. No teacher of exercises can fail to see that a pupil will sooner remember twenty words like *agent*, *actor*, *enact*, than one like *cogent*. Of course, difficult derivatives should not be excluded, but here, as in every branch of instruction, we should methodically proceed from that which is easy to that which is more difficult. If the right words are selected as first examples, there is, moreover, not the least need for any teacher to limit the derivatives to a fixed small number for every root. This practice, which was found in number of classes, is bad, and should be discontinued.

2. The course of instruction for our second and third grades expressly states that at least twenty new roots shall be taught in addition to those of the former grades. This provision imposes upon the teachers of the higher grades, the duty of reviewing the work of the preceding grades, and makes the review as much a part of the regular work of the class as the new matter. The omission of the review which was found in some classes, is therefore a direct violation of the course of studies. In a number of classes, the review has not yet been begun at the time of the examination, and the teachers explained that the review would begin after the new roots had been learned. Such an arrangement, though it may not be contrary to the letter of the law, is certainly not commendable. The knowledge required in a lower grade is refreshed most easily, and in the shortest time, at the beginning of a new grade; and it will certainly aid the teacher in continuing the work begun in the preceding classes, if he has an accurate acquaintance with the foundation that has been laid."

Supt. JASPER, says:—"The results in drawing have been highly commendable. As the graded course has been in operation only eighteen months, many of the classes are not yet quite up to the standard prescribed for their several grades. The greatest advance appears to have been made by the pupils of the Primary Departments and Primary Schools. There is, however, a tendency to require excessive home work in this study. This should be corrected.

"The coloring of figures appears to me to be a waste of time. The pupils would be better employed by devoting the time necessary to do this work to the drawing of new figures, to designing, or to the study of some other branch.

"I would recommend the introduction of curved lines and their easy combinations, in the first and second primary grades.

"I would also recommend that an examination in drawing be required for admission to either of the Colleges, so that this branch of instruction may be placed on the same footing as the other subjects of the course.

Were our system of education reduced to the simplest rudiments of reading, writing, and arithmetic, the time of instruction would not be shortened, the corps of teachers could not greatly be reduced, and the buildings, furniture, and other appurtenances required for the accommodation of the pupils would still be needed; while the minds of the children committed to our care could not be trained and cultivated, and stored with useful knowledge, as at present. Our system was started on the pauper basis—the object being to provide the means of education to the poor and destitute; and yet I find among the branches taught more than forty years ago in these schools such subjects as astronomy, algebra, geometry, trigonometry, etc. The beneficent men who founded these schools, though comprehending only the eleemosynary theory of public education, did not think it would unfit the recipients of their bounty for their "condition of life" to throw open the avenues of knowledge to them as wide as possible. And now, when the people, not only here, but everywhere in this great country, have arisen above the principle of making education a matter of charity, and have made it, in every grade, truly free, it is strange to hear the sentiment expressed that the tax payer is dealt with unjustly by being compelled to pay for more than a pauper education.

But, from an educational point of view, we hear the question asked "Do you not attempt to teach your pupils too many subjects?" The facts of this report answer this question. The course of study is so arranged that but few subjects are presented at one time, except by review. Commencing with reading, spelling, writing, and elementary arithmetic, the course brings in the new studies one at a time, including geography, English grammar, and the history of the United States, all the others being auxiliary to these, except the incidental oral lessons which are given in each grade, and algebra which is taught to prepare pupils for admission to the Colleges. Drawing and music are taught under strict limitations as to time; and the industrial and social value of these branches cannot be doubted.

(For the New York School Journal.)

The Romance of English Grammar.

II.—THE SIMPLE SENTENCE.

WHATEVER is the object of speech or writing, there is always something in the background understood. Whether we take St. Paul preaching the "unknown God"—a teacher in the school-room—a lawyer at the bar—or a stump orator vituperating his opponents—there is something at the back—something in the background that no eloquence reaches—that no writing, no wording can explain. What volumes of thought and meaning were in that exultant shout of the crews on board those forlorn barks of Columbus, when they broke with the cry—Land! land! or in the shout of the army of Napoleon, when "Moscow! Moscow!" passed from rank to rank! The latter believed they had a haven, but they entered a furnace. There is a sentence now as much a puzzle in this city as it was eighty years ago, when Murray left no room for further argument: "I left the parcel at Smith, the bookseller." If we suppose two Smiths, one a bookseller and one a tailor, and substitute *with* for *at*, the sentence gives a different meaning altogether: I left the parcel with Smith the bookseller. I may have met him on the street, or at his store, or at Smith the tailor's; this is evidently not the sense. To apply words to express the meaning, we must show that the parcel was left with Smith the bookseller and at his store. Murray, under Rule X., Syntax, gives the preference to Smith the bookseller's, and leaves one free according to his notion of *propriety* or his taste, or one's judgment, which to put in the possessive, but he allows only one possessive sign. But he it remembered the two substantives agree in case. "When two substantives are used signifying the same thing, they agree in case." This is only the bark of this subject, from Murray.

This may be thought at this stage a digression—the simple sentence is the *subject*, and if a digression, like Plutarch, I ask pardon.

Visiting a school in this city many years ago, I was curious to ask the mode of teaching English grammar: I was answered that a certain class with a parrot knowledge of a few definitions was given to a teacher, and he should put them through the simple sentence in a given time without a knowledge of the conjugation of the verb. I answered that no teacher in justice to himself could do it, as it would wear any ordinary man to talk (or teach) so long and so continuously on one subject. The teacher answered that all the preceding teachers left worn out, and he felt like leaving too, or he could not endure much longer. It is simply cruel to employ a teacher to teach one thing without change—without any mental exercise—because in change of subject there is repose, rest, recreation. But, apart from the mode of teaching or the oppression of a system of teaching, the simple sentence as a goal or a stage for pupils is mere baby play. There is no progress in the science, there can be no progress in the science of English grammar without a thorough knowledge of the conjugation in all its forms. When a pupil understands the verb he may be said to have passed his first stage or progress. There is a "philosophy of teaching" that as a rule we lack. I assert again that no pupil in grammar has made useful progress until he masters the conjugation of the verb. This is the hinging point. At this stage the "frozen sea" is passed, and the pupil is among fruits and flowers, that is, he is capable of understanding his lesson and his teacher. It is surprising to see a teacher in a groove hampered by books and systems, having no freedom and like a blacksmith at an anvil, working mechanically, when science and system, harmony and our natural understanding, our judgment and our memory ought to be the base of all the modes of communicating thought and improving the minds of pupils.

Take a simple sentence from Murray, "Life is short;" this requires very little teaching—grammatical teaching, but it is fit for no class as a lesson. But, *I drop my knife, I break my slate pencil; I drink water; I write on the blackboard, &c.*, here, with this class or kind of sentences the teaching begins: I drop my knife in presence of the class. Active, conjugate it: My knife is dropped by me; passive, conjugate it; these exercises will soon train pupils, and the sentence, simple and compound, will be like ripe fruit, not simply pleasant but agreeable. They will also learn that mystery to pupils, the use of the participle which is the most intricate of all. One reason why we fail in teaching grammar is, that we regard the science as too simple, while it is the most important and most essential of all. We deem it easily taught, while it requires as much thought from a pupil and as much teaching from a master as plane and solid geometry combined. It requires a master of grammar and composition, a pupil of more than ordinary understanding and taste, and two years at least to get a knowledge of English grammar. Then if a pupil have the natural fitness, if he govern himself, read the standard English writers, analyze, transpose and continue his parsing and composition, he will most undoubtedly in time be-

come a grammarian, that is, in his degree he will be capable of speaking and writing correctly. If we examine the published papers and circulars of the best commercial houses in this city, we find a lack of pure English:

"Who do you want, sir?"

"Scoured and unscoured wools."

"Black and white teas."

"Big and little soaps."

"Coarse and fine sugars."

"Black and white sheeps (will be next.)"

These are only a few of the abnormal changes that ignorant business men, who may have made money, are introducing to the commercial world, and through it making them the standard of the language.

It must be remembered that teaching is casting seed, nothing more. We can no more make a grammarian in a school-room than we can make an Engineer or an Architect. We can make a theorist, but he has got to go in the world—to the workshop, to the bar, stage or sea—the world must rock the boy before he becomes a man—and if he fall on Scylla or Charybdis, if any passion or vanity lead him astray, his book-learning is a nuisance. One leading feature in all teaching is the practical: Remember the anecdote of the College graduate who went to sea; "Jack," he says, "extinguish that nocturnal luminary,"—Jack did not understand him, and he (the Collegian) complained to the Captain: the Captain asked his College friend what he said to Jack:—I told him to "ex—etc."—the Captain went on deck, and said: "Jack, douse the glimmer"—Jack put out the light and all was over.

The sum is that there is no stage in Grammar to be called properly the simple sentence; that there is no mode of teaching where the simple sentence is considered a stage; that there can be no progress without a thorough knowledge of the active and passive verb; that, except the definitions of the parts of speech, all is time lost; and this is the reason why we cannot make grammarians in our Common Schools.

At an Institute on the Hudson some years ago, a very learned professor expressed his sorrow that so many, who had not talent, and if they possessed talent, had not time to become Authors on grammar. It is a mark of degradation that publishers can compel or seduce scholars, because they have a name to become writers. This is the key of our many writers on grammar. They forget the English speaking world and they see only their local, whether New York, New Orleans or San Francisco, makes no difference to them. In a city like New York, a teacher of grammar ought to command a good salary, ought to have the first place in our Business Colleges and Schools; and Grammar and Composition should be FIRST, among the first of the branches taught.

LINDLEY MURRAY.

Ohio.

THE Shelby County Institute held a session at Sidney, Ohio, Feb. 22 and 23. On Thursday evening, 21st, a lecture was delivered by W. L. Walker of Kenton. Subject: Turning the world with sunbeams. He advocates that the revolution of the earth upon its axis is a resultant motion produced by the action of the heat of the sun upon its surface. He had a fine audience.

Friday morning, 23d—Institute opened at 9 A. M. 1. Paper: Which, by Wm. H. McFarland of Sydney. Discussion, D. O. Ernberger. 2. Drill, Writing. Discussion by several teachers.

3. Paper: Loose Threads in the Scholastic Web, by Ross Shinn of Sidney. Discussion: Miss Flora Conklin of Sidney and others.

Afternoon Session—1. Class exercise: Word Method, by Miss Lillie Rodgers of Sidney schools. General Discussion. 2. Paper: Some thoughts on Teaching, by Wm. Hoover, superintendent Bellefontaine schools. Discussion R. F. Davis of Anna, Ohio. 3. Paper: Teaching a district school, by J. S. Read. Discussion by G. W. Snyder of St. Paris and others.

Evening Session—Lecture: The Value of the Higher Education, by John Hancock, Supt. of Dayton schools.

Second Day (Saturday)—1. Paper: The Teacher's Position and what should be expected of him, by A. G. Smith of Perrysburg schools. Discussion: C. W. Bennett of Piqua. 2. Paper: The High School, by Supt. De Ford of Ottawa schools. Discussion by J. T. Bastoness of Tipppecanoe schools.

Afternoon Session—A remonstrance to a bill now pending in the State Legislature to abolish high schools from the State, was framed and signed by all teachers and citizens present. 1. Paper: School Books and Apparatus for country schools, by Supt. Williamson of Wapakoneta. Discussion, G. W. Snyder. 2. Paper: What are the defects of our County Institutes, by C. F. Ginn of Sidney High School. Discussion opened by John Hancock of Dayton, followed by others. Quite a spirited discussion occurred, indicating the interest teachers have in this matter.

Evening—Lecture by John W. Dowd, Superint. of Troy schools. Subject: Trinity of Success.

The meetings of the Institute were attended by crowded houses, and at times the rush interfered with the discussions. All in all, it was a grand success, and will long be felt by the community.

G. W. SNYDER.

From the Scholar's Companion.

The Prize Exhibition.

JOHN R. DENNIS.

CHAPTER I.

In order to interest his pupils in speaking and writing, Mr. Sandford, the teacher, determined to offer some prizes; so he announced one morning that in March there would be an "Exhibition," at which the best declaimers and writers would receive prizes; that to the best speaker he would give a gold pen and pencil, and to the next best a handsome copy of Shakespeare's complete works; to the best writer an elegant gold locket, and to the next best a handsome album for photographs. This announcement created intense excitement, and immediately the good speakers and writers fancied themselves already the winners of the prizes. There was Arthur Whipple, a handsome looking boy, with eyes and hair black as a coal, so polite to everybody, especially the ladies, who always spoke with dignity and grace; he was sure he would win it, and the boys felt sure of it also. There was his cousin, Eugene King, a studious, earnest fellow, but rather clumsy, and rather diffident, yet who by his earnestness always commanded attention; he the boys thought had a good chance, too. Then there was Charley Goodale the doctor's son, a lazy fellow, yet, as all agreed, "smart if he was a mind to be;" Henry Spencer the minister's son, Hugh Dean the lawyer's boy, Anthony Peckham, Walter Becker, Peter Grayson and ever so many other boys of whom no one could tell what to predict. Good at skating and ball-playing, hard to get up in the morning, easy to rush off after the fire engine, hard to supply with enough cake and pie, hard to keep well covered with clean clothes, hard to be interested in lessons they were and resembling Nebuchadnezzar's image a mixture of gold and clay. As to the girls, it is not so easy to describe the group of lively creatures on the south side of the room. There was Miranda Lewis who was conceded to be the smartest by every one; she was a tall, fine looking, gray eyed girl who wrote compositions as easily as she spelled words, and no one could remember when she missed a word in the spelling class. Everything seemed to come easy to her, Latin, Algebra, Rhetoric—yes Miranda was smart, and the delight of her teacher. He often thought if all his pupils were like her it would be a heaven here below "to keep school." Then there were others—Jennie Hughes, Mattie Sawyer, Ella Rawson, Cherrie Cook, Mary and Sarah Hill; these were all in the first class; and, besides in the second class there were three or four girls who gave great promise of excellence as scholars.

Mr. Sandford announced the prizes to be won and proceeded with lessons. An expression of thoughtfulness was apparent on every brow, during the forenoon. When recess-time came a great buzz of conversation arose; appeals to the teacher were made, and it was soon passed around that each boy was to select his own piece for declamation, and each girl her own subject for writing, that she was to send in the article signed with a fictitious name to it and her true name in an envelope. Immediately there was a search for "speakers" for so the boys called the looks that held pieces suitable for declamation. The girls were cautioned not to let any one know what subjects had been chosen by them. And so in the course of a day or two it was settled that about a dozen boys and as many girls would try for the prizes.

CHAPTER II.

The teacher congratulated himself on the interest he had created by offering the prizes. He took great pride in Arthur and believed he would stand first; Miranda Lewis he was certain would distance all competitors. Each came to him for aid, one in the selection of a piece for declamation, and the other for a subject for a composition. Mr. Sandford was a sagacious man, and instead of supplying a subject, asked Miranda what subject she had been thinking about. She named over two or three, but finally said that "Lessons from a Wild Rose" was most pleasing; and this Mr. Sandford said was a good one, and so she began on it. There were "drills" innumerable on the declamation; the boys were generally selected by the boys for a display of their eloquence, though sometimes they were seen on the banks of the river, behind the mill, even where snow and ice were piled up under the two great elm-trees. The parents sympathized with the enthusiasm [and it was predicted that there would be a "great turn out" of the people. The teacher had determined to charge an admission fee so as to raise some money to purchase a piano for the school, and it was hoped that the contest would result in enough money to purchase this much and long coveted musical instrument.

After about two months drill on the boys it was decided that the six best should speak in public on a certain Friday evening, and that the six best compositions should then be read by a good reader, and that a committee should be brought from a town some thirty miles distant to decide upon the merits of each. A class of pupils were selected to furnish some vocal music; the tickets were printed and put into the hands of the scholars to sell, and the bills were posted up headed

PRIZE EXHIBITION

AT THE PRESBYTERIAN CHURCH,
March 25,Prizes will be awarded to the best Speaker,
and the best Writer.

Tickets 25 cents.

PROCEEDS FOR A PIANO.

CHAPTER III.

The church was packed full. The gallery was black with people; the aisles were filled with chairs; the trustees sat upon one side of the pulpit, in front of which was a platform built and covered with a carpet, which all recognized to be Mr. Ashby's—Mr. Sandford called the assemblage to order, and the minister offered prayer. After this there was singing but neither prayer nor singing kept down the curiosity and excitement in the breast of each of the audience, or the anxiety that tugged at the hearts of the speakers and writers. Then Mr. Sandford announced that the committee were present and had placed them in his hands for reading, that the speaking and reading would alternate and that the committee would render their judgment at the close of the exercises. There was a great deal of looking around to see who the committee were, and where they were; but after twisting their necks a good deal in vain, the audience turned to hear the next announcement which was "Declamation by Charles Goodale," "Apostrophe to the Ocean."

Charley spoke well, but he was evidently embarrassed, being the first one. He made a mistake in the fourth verse.

"The stronger slave or savage; their decay," he rendered "The savage slave or stronger slave," but being prompted corrected himself and went off, saying bravely: "Well some one had to break the ice, and I might as well do it as any one"—brave speech.

Then the teacher said "I will read a composition, entitled 'A Burning shame;' the *nom de plume* is 'Fleta.'" This was a bold paper on the temperance question and made Jonas Washburn the tavern keeper, who was there with his wife clothed in silk and costly fur's squirm in his seat; he felt that all eyes were on him and was uncomfortable enough.

Next was a "Declamation by Eugene King" "Marmion and Douglass."

Never had Eugene spoken so well; his reserve was gone, his earnestness made him seem to be Marmion and Douglass in turn. Arthur, who had felt sure of the prize, trembled when he saw what his cousin had accomplished; he knew the prize probably would lie between them; he began to fear he should forget his piece, and could hardly listen to the next composition, which was entitled "A Trip to Europe" *nom de plume* "Hannah More." This was a lively description of the various countries and cities, the habits of the people, etc., and was very well received. While everything was cheered, the people were so good humored, yet it was plain that some things pleased better than others; this each author and speaker felt and read encouragement or its reverse in the noise made by the feet and hands of the audience.

"Next Declaration by Henry Spencer," "Charge of the Light Brigade." This piece had been spoken so many times that the audience nearly knew it by heart and were not much interested. Then came a composition entitled "Lessons from a Wild Rose," *nom de plume*, "Bertha." This graceful writing delighted the assemblage very evidently, and its authoress felt sure of the gold prize that lay on a little table at the back of the stage.

Then was announced "Declamation by Hugh Dean," "Rienzi's Address to the Romans." This was spoken with a fire and pathos that stirred the audience wonderfully; when he had finished the boots, canes and umbrellas pounded on the floor, and the galleries resounded with clapping of hands. This quite overcame Hugh, for he was a honest boy, and had no expectation of taking the prize.

"You're sure of one" said the boys as he came down the steps into the corner, "didn't you hear how they cheered you?"

"Yes, but Whipple is to speak yet."

Next a Composition entitled "My Favorites," *nom de plume*, "Rosamond." This was a charming essay showing, what her favorite books, poems, studies, flowers, as well as thoughts were. She also pointed out what were the requisites in the gentlemen to make them favorites. Tobacco and whiskey were set down as two things that were no favorites with her.

"Declamation by Arthur Whipple," "William Tell among the Mountains." This is a noble piece and was just the one suited to his voice, but for some reason he did not speak as well as was anticipated. He seemed to feel it was of no use to try after hearing Dean and King, they spoke so much better than he had anticipated, that he lost his courage. Besides he had not learned his piece perfectly and was prompted twice.

"You know the Jutting Cliff"—and then he paused and the prompter having lost the place, he would have broken down utterly had not his mother, spoken out with her sweet voice.

"Around which a track

Up hither winds."

This saved him from disgrace, but the charm was gone, and so he felt as he stepped in among the boys in the corner, thinking no longer. It was a sad hour for him, for he had without difficulty held the post of leader, and now it had slipped away because he had not worked hard over his piece.

"Next a composition entitled 'Winning the Prize' *nom de plume*, 'Ophelia.'" This was a very pretty fanciful description of the very scene going on before the audience; the writer being called up to take the prize contrary to her anticipation was so startled by hearing her name called that she awoke; it was only a dream. This pleased the audience very much as was evident by the thumping on the floor and the clapping of hands.

"Declamation, by Walter Lee," "Spartacus to the Gladiators" This splendid piece was spoken in fine style "Ye call me chief and ye do well to call him chief, who for twelve long years has met upon the arena every shape of man or beast the broad empire of Rome could furnish, and who yet never lowered his arm." In fact, there was a doubt in many minds which was the best; it was plain that Eugene, Hugh and Walter, and perhaps Arthur would be winners; earnest glances were cast to see who the committee were, but none were visible, at all events no persons were to be seen who seemed to be busy consulting over the work of the young gentlemen. After a slight pause to allow the audience to get settled down again for the last effort Mr. Sandford announced.

"Next a composition entitled 'All's Well,' *nom de plume* 'Priscilla.'" This writing endeavored to show the bright side of things, and adverted to losing the prize and yet of being benefited by the effort made to win it.

After the applause was over the audience settled into quiet at once. The teacher, rising, said "the committee will now make their report." There was silence for a moment, then a gentleman wearing gold spectacles came from one side of the house to the stage, and then another arose in the centre and another on the other side and by hard pressing managed to get on the stage also. Here there was consultation while the scholars sang, "Float away Float away, o'er land and o'er."

They seemed to have made up their minds without much difficulty, and the gold-spectacled gentleman, who appeared to be a minister said: "We have listened to all these exercises with pleasure, for they were all good (great applause) and if we could, would award a prize to each (great applause.) Nevertheless as we must select four we have concluded that your best speaker is Master Hugh Dean (great thumping and clapping of hands) and your second best is Eugene King (more thumping and clapping of hands.)"

And the two boys named were seen to be shaken by the hand by the others, and in dumb show manifesting that the squeezing and shaking was of the most vigorous kind and somewhat more painful than pleasant. This delighted the audience so much that some one proposed three cheers which being started by Mr. Wakefield the sheriff, were given with a will.

The audience were now crazy to hear which of the young ladies were winners of prizes.

"As to the best essays we think that the one entitled 'All's Well,' is the best, (great applause) 'Lessons of a Wild Rose' is next (more applause) and 'Our Favorites,' deserves special mention (applause.) Trusting we have done justice to the writers and speakers we beg to submit our report and tender our best wishes to the young ladies and gentlemen who have shown us how much can be done by well directed efforts."

"I move a vote of thanks to the committee said Dr. Goodale; 'second it' said somebody and so a vote of thanks was given and the committee left the stage.

Then Mr. Sandford said "I will now ascertain the names of the successful writers." He went to the table and took up the six envelopes laid there by the committee and opening one said: This one superscribed "Priscilla" has the name within of the winner of the first prize, for she is the writer of "All's well," it is Miss Mary Hill (great applause, for Mary was a great favorite, and the only daughter of Captain Hill who had been a brave soldier in the civil war.

"This one is superscribed 'Bertha,' it has the name of the writer of 'Lessons of a Wild Rose,' opening it, he said, "Miss Miranda Lewis" (great applause for she was admired as a thorough student.)

"This one is superscribed 'Rosamond,' it has the name of the writer of 'Our Favorites;' opening it he said: "Miss Ella Rawson," (great applause, for Ella was one of the most kind-hearted girls in the town; her mother was a dress-maker and was justly fond of her.)

"The young ladies and young gentlemen will now please to step on the stage." Whereupon Mary Hill and Miranda Lewis ascended the platform, followed by Eugene King and Hugh Dean. The prizes were put in their hands with words of commendation from the principal and they were about to descend amid rounds of applause, when Judge Markham arose and said:

"Before these young ladies and gentlemen descend from the stage I wish to make a few remarks; I am glad to hear the name of the writer of 'Our Favorites.' Everybody was silent; some feared he would reprimand Ella, for he was an inveterate chewer of tobacco.

"I feel that I have learned a lesson," he said "from her this evening. I chew tobacco as you know perhaps, and have rendered a great many uncomfortable, doubtless. I have resolved to give up chewing tobacco, and as I shall save a good deal of money by doing so, I beg to present a prize to Miss Ella Rawson."

The Judge then handed a five dollar gold piece to Mr. Sandford, who handed it to the astonished Ella.

This was received with rounds of applause, in fact the umbrellas, canes and boots seemed to have got a going so they could not stop. It is supposed "the boys" did some of the applauding, if this word is allowable.

At last, order was restored and "A song of the rose" was sung by the scholars.

The announcement was then made that the door-keeper had taken in 600 tickets. "This" said Mr. Sandford "will give us \$160, and in the name of the scholars, I thank you for your coming to our exhibition, and your kind interest while here."

Thus ended the prize exhibition.

Kim's Last Whipping.

There was once a wretched little unpainted school house, that stood in a sand-bank all summer, and in a snow-bank all winter, waiting for a strong north wind to blow it over.

"Say, what will you sell that school-house for?" asked a traveler of a little boy, who stood on one foot on the rickety door-step.

"For a bunch of matches," answered the little boy, as quick as thought.

The man laughed and rode on. The boy was Kimball Price, the rogue of the town of Skoodac, District Number Three, and the try-patience of all his teachers. He was a handsome lad, ten years old. I don't mean that he was only ten; but that was his age when Miss Pentecost whipped him, and here is where our story begins.

Now, Miss Pentecost taught the school that summer at District Number Three. She liked Kim—everybody liked him; that was no reason why he should be allowed to tie the girls together by the hair,—they wore long braids in those days,—or fire paper-balls, or eat choke-cherries, or stick pins in the benches to make the A B C scholars cry "O!" when they were not saying their letters. Miss Pentecost never winced at naughtiness: and as whippings were fashionable at that period, she whipped Kim regularly three times a week. It was considered the most direct way of reaching the conscience.

But Kim never could remember a whipping more than a day and a half, or at the longest three days; and Miss Pentecost began to grow discouraged. Must Kim go on doing mischief, and neglecting his lessons—a boy who could learn so well if he chose?

She knew his mother,—a poor widow with a large family of children,—and she was sure Mrs. Price could not afford to send Kim to school merely to play.

"What can I do to make an impression on that child?" thought Miss Pentecost, one day, as she tied the strings of her gingham "log-cabin" under her chin, and stepped out of the school-house.

Just then she caught these words, spoken by Kim with great energy, and a flourish of fists,—

"Tell you it's true, Bob Whiting; for mother said so; and if mother says it's so, it's so, if it ain't so!"

Miss Pentecost laughed all to herself, and passed on through the sand-bank into the dusty road. When she had gone as far as the big willow she paused a little, and laughed again.

"I like to hear a boy talk so about his mother, if it is nonsense. Kim is an affectionate little fellow, and I should'n't wonder if he is a pretty good son. Anyway, I've got an idea, and I mean to try it, and see how it will work."

Next day was the time for one of Kim's regular whippings. He had been more trying than usual, and Miss Pentecost sent Bob Whitting out for a remarkably strong birch stick, which could express her feelings better than the old one, which stood in the corner. She spent some time in trimming it, though she was careful to leave a few little knots on it, which would give emphasis to the blows.

"I don't think I ever saw a better birch stick," looking at it admiringly.

"Now, Kimball, you may take off your jacket."

He was so used to taking it off, that he kept half the buttons unfastened to save time.

Miss Pentecost gave him an unusually hard whipping; and after it, he cried till he could hardly see out of his eyes. He thought that was enough, and it is what the boys call "a square thing;" but at night as he was running out of the school-house whistling, Miss Pentecost called him up to her desk.

"Well, Kimball, I've whipped you hard to-day—very hard."

Kim thought there was no doubt about that.

"Yes'm," responded he, meekly.

"Look at this stick. Did'n't I take pains to get a good one?"

"Yes'm," said Kim; but he did not gaze at the stick as if he loved it.

"Do you know, Kimball, it is very hard work to whip you? It lames my arm and it hurts my feelings. Really, I can't afford to do it, day after day for nothing."

Kim looked up in surprise; this was a new view of the matter.

"You understand me, Kimball? I can't afford to do it for

nothing any more. There's not another boy in school I've whipped as often as you; and this time I must be paid for it. Don't you think that's fair?"

"Yes'm," said Kim, in intense amazement his eyes as black and shining as watermelon seeds.

"Well, Kimball, I think it's worth at least twenty-five cents; and I don't want you to come to school to-morrow without bringing me the money. Tell your mother about it, and tell her if you don't bring it, I shall have to send you home for it. Good night, Kimball, and remember what I say."

"Yes'm."

What did she do to you this time?" asked Joe Fuller, who had been waiting outside.

"O, go long, now; she didn't do anything to me," replied Kim sheepishly. "Come, let's run down to the pond, and catch blood-suckers."

Next morning, about school-time, Kim stole along into the shed kitchen, and hung about the cheese tub, where his mother was cutting curd.

"Why don't you start for school? You'll be late, my son."

"The mistress whipped me yesterday," muttered Kim, helping himself to a lump of curd.

"Did she? Well I've no doubt you deserved it. There, run along, and see if you can't be a better boy to-day."

"But, mother—"

"Well, what?"

"Why, you see, the mistress—"

"Well, speak it out, sonny. I'm in a hurry."

"Why, you see, mother, the mistress wants twenty-five cents for whipping me."

"Twenty-five cents?"

"She says it lamed her arm," said Kim, hanging his head. "She says she can't do it for nothing, and if I don't bring it, she'll have to send me home."

Mrs. Price looked down on the curly-haired culprit, with a twinkle of fun in her eyes—she had black eyes very much like Kim's.

"Well, sonny, go get my purse out of the end cupboard. If I am poor, it shan't be said I don't do all I can for my children's education."

Kim brought the purse, a red worsted one with steel rings.

"Yes, here is a silver quarter, with the pillars on it. We are out of gingerbread, and I was going to spend it for molasses; but never mind. I don't blame Miss Pentecost. I know it was hard work to whip you, and she deserves it."

"Thank you, Kimball;" said Miss Pentecost in a low voice, when she received the bright new quarter. Did'n't your mother think I deserved it?"

"Yes'm," replied the boy, his chin sinking into the hollow place in his neck.

"I thought she would. Well, now my dear, I shall carry this quarter home, and keep it; and next time I whip you, you must bring me another. Do you understand?"

Kim scowled down at his little bare toes, and tried to stick them into a crack in the floor. Why, this was getting to be serious! Would the woman keep on crying "quarters" forever? It was perfectly ruinous. His mother had had all she could do to support the family before, what would become of them now.

"You may take you seat now," added Miss Pentecost, still in a low tone, so that no one could hear, but with a smile that exasperated poor Kim. "It is dreadful that you will be naughty. But then you see, the more money I will get; and perhaps before the summer is out, I shall have enough to buy me a new dress."

"No, you don't," thought Kim, shutting his teeth together. "Catch me letting my mother buy a dress for you! Why, we've got to go without gingerbread to-day. You don't get another chance to whip me for one while ma'am—now you see!"

To avoid a whipping it was necessary to study; for Kim was a boy that must be busy at something. He saw Bob Whiting go to sleep, and longed to drop a tame cherry into his mouth. He saw Joe Fuller sauntering down the aisle, looking straight before him, and it was the "cutest chance" to trip him up; but Kim resisted these allurements and fifty more, and got his geography lesson so well that Miss Pentecost patted him on the head and said, "That's my good boy,"—which would have been delightful if he could have forgotten that gingerbread!

Next day he tried studying again, and rose to the head of his spelling-class.

"Why, I haven't had a whipping since Tuesday," thought he Saturday noon, as he ran home with the silver medal on his neck.

After that he seemed somewhat to fall into the habit of studying. Studying is a habit, let me tell you, just as much as playing, though I suppose it is rather harder to acquire.

The little fellow's will was aroused and that was precisely what he needed. In short, Kim had had his last whipping from Miss Pentecost or anybody else, and instead of being her most troublesome boy, he became the best scholar in school.

"I shan't be able to buy that dress after all, said she, the night before she left Skoodac; "but, Kim, dear, I know you are glad."

"Yes," replied Kim, meeting her eye with a smile.

"And I'll keep the quarter to remember you by. Your mother says she wishes me to."

"Yes'm."

Kimball Price is now one of the wealthiest and most respected men, in his native state.

"And that man," said Squire Hathaway, the other day in his Fourth of July Oration, "was educated over here at Skoodac, boys, in that little, black school-house that is so poor and miserable that, when it took fire a few years ago, it wouldn't burn down."

Mr. Kimball Price returned from Europe last May, with his wife, and I heard [Mrs. Hathaway say,—she was once Miss Pentecost,—that she thought her last whipping made a man of him.

"He wanted that old quarter of a dollar," said Miss Hathaway, laughing; "but I couldn't bear to part with it; so he cut it in two, and we've each of us got half.—Wide Awake.

News.—Some lover of the curious in literature asserts that the word *News* is not derived from the adjective *new*, as many suppose. He says, that in former times it was

common to see on the newspapers of the day the initial letters of the cardinal points of the compass,

N — E as indicated in the margin. These letters were intended to show that the paper contained intelligence

S from the four quarters of the globe, but they finally came to assume the word *news*, from which the

term newspaper is derived. This explanation is certainly ingenious, but whether the true one, we cannot undertake to say.

In the cell of a prison, on the stone wall, was recently found a picture, drawn by a miserable man who went from that spot to be hung. It was that of a scaffold with five steps leading to it. Each of these steps was named: The first, "Disobedience to parents;" the second, "Sabbath Breaking;" the third, "Gambling and Drunkenness;" the fourth, "Murder;" the fifth was called, "Fatal Platform;" and just above it was the scaffold where he was to end his wretched life. Boys, if you would avoid the last step, don't set your foot upon the first. Beware of the beginning of evil.

In 690, the King of Northumberland gave 800 acres of land for one book containing a history of the world. A countess of Anjou gave 200 sheep and a large parcel of rich furs, for a volume of homilies; 120 crowns were given for a single book of *Livy*; 100 crowns of gold for a Concordance, and forty crowns for a satirical poem called the "Romance of the Rose." In 1420, a Latin Bible was valued at £35, at a time when two arches of London Bridge were built for less money; at a time too, when the wages of a laborer were three half-pence a day, and when, of course, it would have cost such a man fifteen years of labor to buy a Bible, which, after all, being in Latin, he could not have read.

INVISIBLE INKS.—A solution of nitrate of chloride of cobalt, or chloride of copper mixed with a little gum or sugar, produces an invisible ink which is made visible by warming.

AN inventor of Birmingham, England, has perfected a process for filling articles of brass with molten iron. It is simply necessary to immerse the brass shells in water and pour in the iron; the brass cannot, of course, attain a higher temperature than 212°, while its contents may be 3000°.

COMMISSIONERS TO PARIS.—The following are the Honorary Commissioners to the Paris Exhibition: Andrew D White, New York; Levi P. Morton, New York; George W Childs, Pennsylvania; W. H. H. Davis, Pennsylvania; A. L. Coolidge, Massachusetts; Frederick Smythe, New Hampshire; Frank Millward, Kentucky; James H. Smart, Indiana; Alfred Hibbard, Iowa; W. A. Moore, North Carolina; Edwin Cowles, Ohio; Benjamin E. Gallup, Illinois; E. H. Knight, District of Columbia; Wm. Sellgman, California; S. T. Merrill, Wisconsin; J. M. Safford, Tennessee; J. A. Townner, Arizona; Austin Savage, Idaho; Wm. Harris.

HEROISM.—At the storming of Warsaw the principal battery was defended only by two battalions, but with such bravery as history can hardly parallel. When it was evident that it could no longer hold out, several privates of the artillery seated themselves on powder barrels and blew themselves up. But the conduct of General Sowinski was truly heroic. Having lost one foot, he was, at his earnest request, seated on a chair and placed on the altar of the desperately defended church, where he continued to give orders until the last of his comrades was cut down, when drawing forth two pistols, he with one shot down a Russian who was rushing upon him, and with the exclamation, "So dies a Polish general!" fired the other into his own heart.

CURIOSITY.—A silver egg was once prepared as a present to a Saxon queen. Open the egg by a secret spring and there was found a yolk of gold. Find the spring of the gold, and it flew open and disclosed a beautiful bird. Press the wings of the bird and in its breast was found a crown, jeweled and radiant. And even within the crown, upheld by a spring like the roset, was a ring of diamonds, which fitted the finger of the princess herself.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, MARCH 16, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

FROM every part of the country come comments on the action of the Board of Education in cutting down the salaries of the teachers—and they are all of one kind. The cry of economy is believed to be a mere man of straw—an excuse for an injustice. Nor will it be believed that economy is meant until other salaries beside the teacher's are reduced. Why should the teacher assist more to stay the outgo from the public treasury than others? The end of the reduction is to come yet; we predict that all who have been engaged in it will live to regret it. The people do not want any cheaper schools—they want better ones for the same money; or are willing to pay more if necessary.

THE salary question is by no means settled. The present indications are that the public are not pleased with the work produced by the Board of Education. There is no end to the various reasons assigned for slaughtering process. That the Board of Apportionment should have cut down is believed to have been part first, in appearance only; that the Board of Education should have cut down is believed not to have followed as a necessity. In other words, it is charged, that many of the present members of the Board of Education have been appointed to accomplish this purpose; that they have gone there pledged to this end; whether this a fact or not, it is believed by no small number. A great many curious rumors have got afloat, showing that politics has had a good deal to do with the matter as well as economy.

The Art of Thinking.

Too much stress cannot be laid upon the fundamental importance of perfect command over thought. How many a student finds a lack of this power the chief hindrance to progress! How many a page must

be re-read, how many lessons conned over and over to compensate for lapse of thought! In the possession or absence of this power over mind lies the chief difference between mental strength and mental weakness. Some men think as a child plays with a hammer, striking little blows here, there, anywhere, at any object within reach. The action of a strong mind may be compared to the stone-breaker's sledge-hammer, dealing stubborn blows successively upon one spot till the hard rock cracks and yields. The power to classify and arrange ideas in a proper order is one that comes more or less slowly to even the best of minds. In proportion as this faculty is strengthened, desultory and wasted effort diminishes. When the mind acts, it acts to some purpose, and can begin where it left off without going over the whole ground again to take up the threads of its ratiocinations. Concentration and system are thus seen to be the chief elements in the art of thinking. To cultivate the first, constant watchfulness to detect the least wandering, and the immediate exertion of the will to call back and hold the mind upon the subject under consideration, should be vigilantly exercised. To secure the latter, the practice of analyzing and considering the different parts of a subject, first separately, and then in their relations to each other, is a discipline to which every young mind should be subjected, and which, we are sorry to say, is much neglected by many teachers who make the chief object the cramming of the memory, and frequently testing to see if everything they have learned is remembered. To become a thinker is the chief end of the scholar; to aid him to this end is the chief end of the teacher.

The Weak Spot.

"The fault is not in our stars but in ourselves that we are underlings." "The laborer is worthy of his hire," was announced by our Savior, not as new truth, but as one of those solid facts that underlie the relations of human society and whose recognition is a mark of genuine civilization. Some laborers are worth more than others, because the effects they produce are more important and necessary. That mankind does not properly classify the toilers of the earth, has long since been noticed with both derision and chagrin. There was published several years ago in our pages, a table that showed where the teacher stood in the scale of remuneration, and it attracted a good deal of attention. The teacher, is paid not what he is worth, but what the community think he is worth. The teacher owes it to those who come after him, at all events, to set the rate of his compensation on a more secure basis, if possible. Shall it go up if the officials who control it are of one stripe of politics, and down if another get into power. So it too often does. Can the teacher do anything? A great deal, say we. In New York State there are 30,000 teachers; and who supposes they are exerting the strength to form public opinion that such a body ought to exert? Instead of uniting in ward, township, county and finally in State associations, they labor singly. Besides, it must be said, in all truth, that teachers are jealous, impracticable and selfish. These words may seem harsh, but they only feebly express the state of the case. There are those who will labor in the school-room in all faithfulness and sincerity, but who will not look beyond the four walls of that school-room. There must be a great step taken or the profession will never emerge from its present condition of semi-vassalage, to the ideas and whims of those who are officially charged with the management of the great scheme of man's emancipation from ignorance and vice. What are the teachers doing—not in the school-rooms; but out of it? Nothing. The great currents that influence public opinion are not guided by them. One out of twenty take an educational paper; one out of one thousand write upon the subject; scarcely one out of ten thousand can, does or will speak eloquently or

effectively on education to a popular audience. Finally, my brethren, think of these things.

AN "EXHIBITION of Scholar's Work," will be opened April 13, at 737 Broadway, at the rooms of the Phrenological Cabinet, Mrs. Wells having generously given permission. The pupils should prepare at once to send the following things:

1. *Specimens of Penmanship.* This will be the first 24 lines from Longfellow's "Morituri Salutamus." on a sheet of foolscap paper about 8x12 inches, paper to be ruled.

2. *A drawing from an object.* The paper to be 8x12 inches; the object to be selected by the pupil.

3. *A design,* by the pupil on the same sized paper.

4. *A map of the New England States.* Paper of the same size.

5. Any other school-work that the pupil may choose and that seems appropriate.

RULES.

The ink used must be black.

The writing must be distinct.

Colors may be used on the map.

The map must not be traced.

The full name, age, and address of the pupil must be in the middle of the lower edge of the paper.

The teacher must certify on the back,

This _____ is the unaided work of _____

Signed..... Teacher.

No articles will be returned unless requested, and postage stamps sufficient are enclosed. Every article must be rolled, not folded; send them to A. M. Kellogg, For "Exhibition of School Work," 17 Warren St.

Among the Schools.

C. S. No. 2.—The classes in the grammar department of this school were visited with much satisfaction; every pupil seemed to be on the alert and deeply interested. The readiness with which they solved the examples would gratify the most exacting; they had evidently had good drilling, that only good teachers could give. A single mistake in all the examples given out was all we noticed. Miss Stanley's class in longitude and time was one that appeared to good advantage in every way. In the P. D. Miss Brody and Miss Dias have excellent classes, but time did not permit a stay to witness the teaching of their bright and earnest pupils.

G. S. 38. The morning exercises in the M. D. were very attractive to pupils and visitors; the order was not only good, but the evident pleasure of the boys was very noticeable; they went out striving to do well without the interference of the teacher. Mr. Baum, the new trustee, was present, and took an evident interest in seeing the beneficent operations of the splendid system of public schools which gives more glory to New York than her court house or Tombs! or its political rings! or boards of apportionment! or many other things that claim notice. Mr. Baum will make a good trustee; he takes the place of Mr. Cleary, who was a pillar of strength here for many years; and would be still had he not removed from the ward. Mr. Whitehead is a most earnest and capable principal—this is said after many visits and a good knowledge of his well planned methods. No. 38 is an old landmark—the mother of many schools and teachers. It may not have the class of pupils it once had, for great changes have taken place, but the same earnest spirit pervades its halls. A brief call in the P. D. showed this part to be in a state of active industry. Miss Blackstock and Miss Frost have excellent classes—in fact Miss Stevens, the principal, is favored with a good corps of assistants.

G. S. 16.—This school is prospering in its newly fitted rooms. Mr. Comp gave instruction in grammar that seemed to us to be very practical. This gentleman has had a long, varied and most useful experience. He is well known to the department as a most capable educator—drawing out his boys, interesting and developing them. The exercises in false syntax were such as to show the attainments of the boys in a knowledge of the principles of grammar. They were well selected, and were readily corrected, though entirely new to the boys. The drawings of this class would interest any one; the class is very proficient indeed, and one Mr. C. may well be proud of, as he evidently is. Mr. Howe (who has had such an interesting evening school during the winter) has a good class of boys and is doing a grand work with them. We congratulate Mr. Zabriskie, the prin-

cipal, on the growth of the school since its opening in September; it will soon attain its former attendance if it does not exceed it.

G. S. No. 8.—Miss White was busy on Friday afternoon in distributing medals to a large number of pupils who had won them by meritorious conduct; happiness beamed in the faces of both teacher and pupil; it is blessed to give and to receive. Miss Willets, P. D., has a most interesting department. We feel when we look through these rooms that the teachers have accomplished a good work. Miss Magovern and Miss Ferguson, among others, have classes that will well repay the visit of any one who loves to see children taught with avidity and skill.

G. S. 34.—Our stay was too brief in the F. D. to enable us to make any notes. At another time we will endeavor to point out its interesting features, of which it has many.

P. S. 12.—Miss Reardon, in spite of the many opposite circumstances, is managing to steadily improve her school. It deserves more visits from the commissioners and trustees.

G. S. 18.—This school maintains its splendid reputation. Mr. Litchfield has been busy for several days in promoting pupils, and he deals justly too. We know of cases where they are kept down as a punishment! This is worse than corporal punishment. We shall take more complete notes at another time.

G. S. 13 F. D.—A visit to the various class rooms found the scholars diligently employed in studying and reciting their lessons. In the graduating class the girls were reading compositions on telegraphy; some of the scholars exhibited a great deal of proficiency in composing them. In another classroom we had the pleasure of seeing some beautiful map drawings executed by a little girl of 13 years.

G. S. 12.—Mr. Delaney has quite a large and a very orderly school. In the class taught by Mr. O'Reilly there boys seemed unusually intelligent; their countenances showed the condition of their brains. If one wishes to see a pleasant school look in on No. 12.

W. F. K

Race and Individual Education.

[From "Deterioration and Race Education," by Samuel Royce.]

Man, standing on the border of the brute world, cares only for himself. He mounts the first step of civilization and lives for his family; the second, and lives for the State. He is to-day called upon to mount the third and live for the race. Or, is it asking too much, after ages of spiritual culture and political education, that man should feel his unity with, and his place in the race, from which separated he has no more life nor purpose than the eye, hand or foot has apart from the body?

Is it not unscientific and leading to mischief, if the school treat man as a complete and unitary being that has its end outside of the race?

Should we not live, and, therefore, be brought up for the race? Or, are we to be brought up for ourselves, and be told afterward that we must live for the race? Does not this doing one thing and saying another, sow in us the seeds of hypocrisy and contradiction? Does not our every act bless or curse the race, ameliorate or deteriorate it? Why, then, should the preservation and amelioration of the race, which enters our every act, not be made especially the aim of Education?

If a decent regard for the rights of conscience keeps out of schools disputable points, what is there to hinder us from introducing into them the purest ethics of science?

The training of man for his place in a world of law, order and justice, that the race may be preserved and live, grow and develop in harmony with the conditions of being and universal progress and development, is the work of Race Education, or Hereditary Culture.

Everything serves a purpose outside its own existence; it is the law of nature in which everything is means as well as ends. Man, a conscious being, feels the void of a life that serves no higher purpose and ends with its own being. Race Education points out to us humanity or the whole as the end of the individual, who is but part of the whole, and is only possible in and through it.

The individual who, in passion or ignorance, silences this inner voice of nature, which pushes man to be means as well as ends in a world of mutuality, will soon perish in his isolation.

Every great reformer of education was a great lover of the race. So was every extraordinary teacher. The worst method in the hands of a teacher full of love to his race, is preferable to the best method in the hands of a teacher whose soul is dead.

Of course, routine pays no attention to the aim or principle of the teacher, whom it considers a tool working well with the method, books and charts furnished by the man of genius who has a soul for him.

BOOK NOTICES.

NEW PRACTICAL ALGEBRA. By James B. Thompson, (New York. Clark & Maynard). The author is a well-known writer of mathematical words which have had a large sale; at one time they preceded any but Davies in New York State, if we are correctly informed. The veteran author has now put forth an elementary work on Algebra, for the schools, and it deserves a careful examination. It claims brevity and clearness in its definitions and rules. Now brevity is important, but not so important as clearness and exactness. A definition should distinguish one thing from another. In a rhetorical way we may say a certain man is a Napoleon, but we do not attempt by this expression to give a definition of the man. In mathematics it is of the highest importance that the definitions are carefully stated, for the pupil must commit them to memory, and rely on them as he would on directions.

The book before us has several statements that lack in exactness, fullness, and clearness. On page 10, it is said "The sign of addition is a perpendicular cross." Now the emblem of Christianity is a perpendicular cross, but the sign of addition and the emblem are quite unlike. The sign of "multiplication is an oblique cross" but a good many oblique crosses could be made that would not resemble the sign of multiplication. The definition (for such we take it to be) of the sign of *division*, of *inequality* are in like manner inaccurately stated. Of the latter it is said, "It is two short parallel lines;" the word horizontal must, we think, have been written by the author and left out by the printer. If it be said that the pupil will see the sign and know the lines to be horizontal by the sense of sight, the need of this appeal to the sense of sight shows the omission of words needed to make a complete definition. On the 11th page, it is said like signs are those which are all *plus* or all *minus*. This definition is brief enough but not clear enough; without an illustration it would not be easy for a pupil to know what is meant; the next one concerning unlike signs has the same fault. Paragraphs 24, 27, 45, 46, 50, 51, 52, 53, 60 and 77 are open to criticism for want of clearness as definitions, or as statements of processes. Does + into + produce +? So the author asserts on page 37. Such expressions are used in the class-room in a familiar way, but not allowed to pass without a protest by the good teachers; here we have them put before the pupil as correct statements when they are quite incorrect. There are many other statements that lack the accuracy that should be the prevailing feature in a text-book, but which we have not space to enumerate. There are many valuable features in the volume, such as brevity, gradualism and deductive analysis; the examples are numerous and generally well selected; the explanations are lucid and helpful; the rules are derived from examples and express no more than the example, an important feature. The book is well printed and has an attractive appearance.

ORNAMENTAL PENMANSHIP. A series of Analytical and Finished Alphabets, by George J. Becker, Philadelphia.

This is a series of studies in ornate designs and letterings in Roman print, German text, old English print, English Church Text, Round Hand, Egyptian, Arabic and Gothic figures and flourishes. It is a volume of real excellence, forming a guide and invaluable assistant to the teachers of writing, as well as to to lithographers and other professions. The engraving is by Earle, Smillie, Melignelli, Archer and Martin. There are thirty-three plates, beginning with a title of exquisite design and finish by Prof. Becker. The work is one of genuine excellence, and has been produced only by long and severe study. It is a matter of surprise to us that a publisher with sufficient courage should have been found to undertake the issue of so elaborate a work as this. The author tells us he has devoted fifteen years to this work and we desire to assure him of our cordial appreciation of his skillful and successful labors. He has done more than make a book; he has placed penmanship on a better basis than before; he has placed all who use his book under weighty obligations. In the name of the various professions we tender him congratulations and thanks. Many can produce ornamental work, he has undertaken the task of teaching how such work should be done to be right. The engravers have performed their part well, the publisher has printed the pages clearly, and the binder has properly encased the paper, so that altogether the book is as tastefully and elegantly attired, as it is valuable and skillfully designed.

AN AMERICAN GIRL AND HER FOUR IN A BOY'S COLLEGE. By Sola. New York. D. Appleton & Co. This volume consists of eleven chapters. It proposes to give the experience of a girl in some college that has ventured to admit girls as well as boys; the experiences thus detailed are amusing, mainly because of their unreality. In truth, the descriptions are fanciful and not factual, and hence, the real merit of the book is greatly diminished if not destroyed. Any one who has been an inmate of a college will hardly find any of the descriptions given recall the days that are

imperishably stamped upon his memory. That feature of the book upon which the plot is built being thus imperfect, it will be of course seen that nothing very strong or durable could be constructed. But a more serious fault exists. There is a feeling of religious excitement and unrest that is conceded; it is also a fact that there are thousands writing and speaking on the subject who have nothing valuable to say, but their words nevertheless increases the dissatisfaction or doubt. Such is the writer of this volume; nay, more he is an Unitarian, and not being satisfied with being such, has used the pages of his book to decry the orthodox belief. The question as to the merits of either school of Theology is not before us, but we protest against the method (employed by a writer of a book that ostensibly proposes to give the experience of a girl in a boy's college) for propagating special doctrines of belief. The reader does not buy the book to listen to arguments against his own doctrine. He feels that he is really taken in and naturally objects to the method.

It is an plan frequently used by those who have all the say to themselves, to state the argument of an opponent as weakly or absurdly as possible and their own most forcibly. It is not fair, of course. That is the method of this writer. If the orthodox clergymen talk as they are represented here they must long ago have been despised, which does not seem to have happened. The book might more properly be labeled "The crude opinions of — on religion; a statement of what he does believe at the present time; the weak spots in the beliefs of others etc."

QUINNEBASSET GIRLS. By Sophie May. (Lee & Shepard, Boston).

The charm of this book lies in the naturalness of "the girls." They are true to life and, notwithstanding their sometime naughtiness, are quite charming. The chapter on "Spiritual Lilies" will interest those who are beginning to feel an attraction for table turnings, phantom bouquets, and other peculiar "spiritual" manifestations.

THE valuable papers read by Rev. L. D. Bevan and Rev. Dr. H. C. Potter at the Parlor Conference at the house of the Hon. Wm. E. Dodge, are published in pamphlet form. They will be found important and valuable additions to the temperance literature of the day. The title of Mr. Bevan's paper is, "Expediency and the Law of Christian Liberty," and Mr. Potter's, "Some Ways of Strengthening and Extending the Total Abstinence Movement." Prices 20 cents for the full report, in one pamphlet. Address J. N. Stearns, 58 Rensselaer Street, New York City.

Choice Thoughts, by the same author and publishers, has 200 selections, longer than those in "Memory Gems," with the name of the writer, place and date of birth, and if the writer is not living, the date of death. It will be a useful exercise for pupils to search for items of interest concerning those who wrote them. The compilers think it will also prove useful for an occasional reading book and for lessons in analysis and parsing. We entirely agree with this view and cordially recommend both.

Memory Gems, by Chas. Northend (D. Appleton & Co., N. Y.) This little manual contains short selections from a hundred different authors. They are designed for the school room, and to be accurately and clearly committed to memory.

MAGAZINES.

Scribner's Monthly for March is an entertaining number. Mr. Noah Brooks continues his very interesting "Personal Reminiscences of Lincoln;" Prof. W. G. Sumner has a timely protest against sensational literature for children in an article on "What Our Boys are Reading;" President Bodine gives a bright account of Kenyon College; Henry J. Wanser describes at considerable length the manufacture of "Dresden China," and Susan A. T. Weiss writes of the "Last Days of Edgar A. Poe." There is a pleasing account of "A Trip to Central America," by Ellsworth Westervelt; a sprightly sketch of "An American Colony in a Normandy Manor House," by Margaret B. Wright; and a description of "An Earthquake Experience," by Louis V. Housel. The two serials "His Inheritance," by Miss Trafton, and "Roxy," by Edward Eggleston, are continued, and there are also two brief stories, the one by Saxe Holm entitled "Susan Lawton's Escape," and the other by Henry King, entitled "Concerning a Certain Prodigal." In "Topics of the Time," Dr. Holland discusses "An Epidemic of Dishonesty," and "Fiction."

The *Atlantic* for March, is full of interesting reading matter. "Detmold;" a romance, opens the number. This story grows in interest. Edward H. Knight contributes the eleventh article on Crude and Curious Inventions at the Centennial Exhibition. The poetry is contributed by C. P. Lathrop, Whittier, L. C. L. Cleveland and Longfellow; while Mr. Stedman's poetry is the subject of an appreciative paper by J. J. Platt. Mark Twain tries to be funny with *The Loves of Alonzo Fitz Clarence* and *Rosannah Ethelton*, while C. D. Warner continues to describe the Adirondacks in the most

delightfully humorous way. The *Opposition to Lincoln* in 1864, by the late Gideon Welles, Victor Emanuel's Political Work, The Story of a Swiss Ring Politician, together with the Contributors' Club, and the usual departments make up a valuable number.

St. Nicholas for March is a charming number. The more instructive articles are: How Matches are Made; Secrets of the Atlantic Cable, by W. H. Rideing; and Westminster Abbey, by C. W. Squires. There are two chapters of Miss Alcott's story *Under the Lilacs*, and there are also several chapters of a new story entitled *Drifted into Port*, by Edwin Hodder. The collection of brief articles, stories and poems is as interesting as ever, and the illustrations are plentiful and excellent. This monthly is published by Scribner, Mrs. Mary M. Dodge being the editor.

WIDE AWAKE for March is fully equal to its former numbers. The many lively and interesting stories, with the pretty poems and excellent illustrations make up a magazine which every child loves. The paper for this month in the series on *The Child Tolders of Boston Streets* describes the Shovel Brigade. There are installments of the two serials, *True Blue* and *A General Misunderstanding*.

The *Magazine of American History*, March (A. S. Barnes & Co., New York and Chicago) is now ready. It begins with an interesting account, by O. H. Marshall, of De Céron's expedition to the Ohio in 1749, illustrated by a map, and containing the inscriptions on the leaden plates buried by him at the confluences of the rivers he passed. A sketch from the pen of Hon. John Bartlett of *The Four Kings of Canada*, the chiefs of the Six Nations, who visited the Court of Queen Anne, is illustrated by an engraving reduced from the original portraits of the Sachems in four rare prints now in the collection of the late John Carter Brown. J. Carson Brevoort investigates the question, Where are the remains of Columbus? The original documents are letters written to Cornelius Ten Broeck of Rocky Hill, N. J., by his sons in the revolutionary army, entitled "News from Camp."

For the NEW YORK SCHOOL JOURNAL.

The *Athenaeum* (published in Springfield, Ill., makes its appearance for February in a neat dress. It contains many good things for speakers and readers, fourteen in all. Maud and Madge, Only the Brakesman, The Final Mate, and Anthony in Arms will please many, while Marcus Antonius and The Night Cometh will not have many admirers.

The *Domestic Monthly* for March, Blake & Co., 849 B'way, New York, opens with a review of fashions in their various parts, with numerous illustrations. The continuation of several stories, and the several other departments, compose the number.

Brainard's Musical World for March is full of good articles about music and composers. Write to me Often, Darling, is a song, the melody written by Thos. P. Westendorf; Beautiful Dreams, a waltz song, will please many; Mossy Dell Schottisch, by C. Kinkel, deserves merit; Dancing Leaves by Tito Mattel, is a brilliant and showy piano piece. The publishers claim that the music in this number is alone worth \$3, and if so, every one should send 15 cts. to Brainard's Sons, Cleveland, Ohio, for a copy.

The March number of *WHITNEY'S Musical Guest* is upon our table, and contents examined with pleasure. Much of the reading matter is crowded out this month to make room for the unusual quantity of music, among which we find: What shall I Sing to thee, a tender little song suited to average voices; The Butterfly, by W. Hewitt, is a jolly, rattling instrumental piece; Opening Voluntary, and Annie Laurie, with variations, will be acceptable to all organ players; Looking Back, words by the popular writer, Arthur Sullivan, as sung by Christine Nilsson; Benedic Anima Mea, a praiseworthy anthem.

Church's Musical Visitor contains a most interesting account of Frederic Chapin; a biography of Wleek; notes on Piano playing; suggestions to singers, and interesting editorials. The music is: A Sketch from Festival Ode, Regret, Golden Leaflet, and When the Grass grows over me. All of these are choice pieces worthy of the sterling house that publishes them.

Home Arts.—This little monthly, as its name indicates, is devoted to the interests of learners in the useful arts which may be practiced in the home circles. It is edited and published by Alfred L. Sewell, favorably known by his connection with the *Little Corporal* for so many years. It is published monthly in Chicago, at \$1.00 per year.

At Mariupol, Russia, a teacher was recently denounced to the entire parish, by the village pope, as unfit to teach children, owing to his "habit of taking walks on the steppe and collecting useless grasses, disgusting insects and every conceivable abomination, and making these things objects of public instruction." The wicked teacher was also censured for his disease of the rod, and his aversion to the good old Russian practice of pulling out bunches of hair from the heads of refractory children!

THE SCHOOL-ROOM.

Teachers are invited to send us contributions for this department of bright, lively dialogues or really good declamations in prose or verse.

Morituri Salutamus.

COPY FIRST XXIV LINES FOR EXHIBIT OF SCHOLAR'S WORK.

In mediæval Rome, I know not where,
There stood an image with its arm in air,
And on its lifted finger, shining clear,
A golden ring, with the device "Strike here!"
Greatly the people wondered, "the none guessed
The meaning that these words but half expressed.
Until a learned clerk, at noonday,
With downcast eyes was passing on his way,
Paused, and observed the spot, and marked it well,
Whereon the shadow of the finger fell;
And coming back at midnight, delved and found
A secret stairway, leading under ground.
Down this he passed into a spacious hall,
Lit by a flaming jewel on the wall,
And opposite, a brazen statue stood
With bow and shaft in threatening attitude.
Upon its forehead, like a coronet,
Were these mysterious words of menace set;
That which I am, I am; my fatal aim
None can escape, not even you luminous flame?
Midway the hall was a fair table placed
With cloth of gold and golden cups enchased
With rubies, and the plates and knives were gold,
And gold the bread and viands manifold.

Around it, silent, motionless and sad,
Were seated gallant knights in armor clad,
And ladies beautiful with plume and zone,
But they were stone, their hearts within were stone;
And the vast hall was filled in every part
With silent crowds, stony in face and heart.
Long at the scene, bewildered and amazed
The trembling clerk in speechless wonder gazed;
Then from a table, by his greed made bold,
He seized a goblet and a knife of gold.
And suddenly from their seats the guests uprang.
The vaulted chamber with loud clamors rang.
The archer sped his arrow, at their call,
Shattering the lambent jewel on the wall,
And all was dark around and overhead:—
Stark on the floor the luckless clerk lay dead!
The writer of this legend then records
Its ghastly application in these words:
The image is the Adversary old,
Whose beckoning finger points to realms of gold;
Our lust and passions are the downward stair
That leads the soul from a diviner air.
The archer, Death; the flaming jewel, Life;
Terrestrial goods, the goblet and the knife;
The knights and ladies, all whose flesh and bone
By avarice have been hardened into stone;
The clerk, the scholar, whom the love of pelf
Tempted from his books and from his nobler self,
The scholar and the world! The endless strife,
The discord in the harmonies of life!
The love of learning, the sequestered nooks,
And all the sweet serenity of books
The market-place, the eager love of gain,
Whose aim is vanity, and whose end is pain!

H. W. LONGFELLOW, in *Morituri Salutamus*.

A Boy's Plea.

They say that boys,
Make all the noise,
And that the girls are quiet;
If girls were boys,
I know their joys,
Would only be in riot.
I know we oft,
When mud is soft,
Forget to use the door-mats;
We go "all fours,"
We slam the doors,
We use our hats like brick bats.
Perhaps we may,
Some sunny day,
Attempt to tease the girls,
To eat their cake,
And faces make,
Or pull their dangling curls.
But then you know,
When we do so,
It's only just in fun—
For when we will,
We can be still,
As almost any one.
But let them say,
What e'er they may,
About our dreadful noise;
For errands done,
Some one to run,
They're glad to call the boys.

A. M.

Fling Wide the Doors.

(For School-house Dedication.)

Fling wide the doors of Learning's Hall,
And make its blessings free to all,
That children here may ever find,
The purest treasure for the mind.
Here may the truth in love be taught,
And gentle hope inspire each thought,
While virtue leads the youthful feet,
In holy paths of joy to meet.

Here, let the children happy sing,
While time flies on with rapid wing;
And pleasure find in wisdom's way,
And honor seek in virtue's way.
To Freedom, Love, and Radiant Truth,
We dedicate these halls for youth;
And raise on high the earnest prayer,
That Heaven may pour its blessings there.

WM. OLAND BOURNE.

"If a Body Finds a Lesson."

If a body finds a lesson
Rather hard and dry,
If nobody comes to show him,
Need a body cry?
If he's little time to study,
Should he stop and sigh?
Ere he says 'I cannot get it,'
Ought he not to try?
If a body scans a lesson
With a steady eye,
All its hardness he will conquer,
Conquer, by and by,
Then how nicely he'll recite it,
Face not all awry!
Ne'er again he'll say, 'I can not!'—
But will go and try.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL,

THE NEW YORK SCHOOL JOURNAL of May 26th, 1877, is before me. It gives me great pleasure to look upon this educational paper once more. It carries me back to my connection with a "Union School" in your State, of which I was in charge for some years. It calls up before me the familiar faces of many co-laborers in the teacher's profession, while I was a resident of your State. It is eleven years since I left New York and great changes have taken place in that time. Many have left the Profession to engage in other departments of labor; some have "passed away, passed from our view to take on immortality;" others are still at work in this honorable calling, striving to do their duty to the generation in which their lot is cast. The JOURNAL does not appear to have lost in excellence, but to retain its full vigor and force. The article on reading by Sarah Sterling, "Educational Rules," and the article on "Recitation," attracted my attention, as well as the "Meeting of the three Centuries," by J. W. Barker.

Your journal should be in the hands of every teacher in the state of New York, and should be read by them carefully. It should be in the hands of every member of your legislature, and especially should it be in the hands of your Governor, who seems to regard it as his task to do all he can during his term of office to undermine the common school system of the Empire State, which so largely contributes to make the State of New York what she is.

May abundant success attend the publication of the JOURNAL, and may success attend every Educational Institution in the State.

B. M. REYNOLDS.

HONOR IN HIS OWN LAND.

Says Comley, in his recently issued work, *The History of New York State*, "The day has passed when the benefactors of humanity were allowed to live in ignominious poverty—their sacrifices, their labors, uncompensated. To-day the benefactors of the people—the men who devote their lives and energies to the interests of humanity—these are the men whom the world delights to honor, and whom it rewards with princely fortunes. As an earnest worker for the welfare of his fellow men, Dr. R. V. Pierce has won their warmest sympathy and esteem. While seeking to be their servant only, he has become a prince among them. Yet the immense fortune lavished upon him by a generous people he hoards not, but invests in the erection and establishment of institutions directly contributive to the public good, the people thus realizing, in their liberal patronage, a new meaning of that beautiful Oriental custom of casting bread upon the waters. Noted in both public and private life for his unswerving integrity and all those sterling virtues that ennoble manhood, Dr. Pierce ranks high among those few men, whose names the Empire State is justly proud to inscribe upon her roll of honor. Ambitious, yet moved by an ambition strictly amenable to the most discriminating and well balanced judgment, his future career promises to be one of unparalleled activity and usefulness, ably supplementing the work he has already accomplished by a life at once noble in effort, enviable in its grand results.".... While Dr. Pierce's genius and energy have won for him so enviable a position on the records of a nation, having been elected Senator by an overwhelming majority, his justly celebrated household remedies have gained for him a yet more desirable place in the hearts of a grateful people. His Golden Medical Discovery and Favorite Prescription have brought health and happiness to ten thousand households.

AGE.—Crows and eagles live, on an average, we are informed, to a greater age than human beings.

A GROUP OF BOYS.

At the foot of our street stood an Italian with a hand organ. Ten or twelve boys gathered around him, more filled with mirthfulness than courtesy. One less noble than the rest said to his fellows, "See! I'll hit his hat!"

And sure enough, he did. Catching up a snow-ball, he threw it so violently that the poor man's hat was knocked in the gutter. A bystander expected to see some manifestation of anger. The musician stepped forward and picked up his hat. He then turned to the rude boy, bowed gracefully, and said, "And now I'll play you a tune to make you merry."

Which, do you think, was the gentleman or Christian?

Mrs. HEMANS's poem beginning, "The boy stood on the burning deck," is familiar to every school-boy; but the history of the little hero thus immortalized is not so generally known. Owen Casablanca, a native of Corsica, was born in 1788. His father was a distinguished French politician and naval commander, and his mother a beautiful Corsican lady. But she died young, and little Owen went to serve in a war vessel. He was made a midshipman, and at the early age of ten participated with his father in the battle of the Nile. The ship caught fire during the action, and Captain Casablanca, wounded, was lying insensible on the deck, while the brave boy, unconscious of his father's fate, held his post at the battery. The flames raged around him; the crew flew one by one, and urged the lad to do the same; but he refused to desert his post, and fought on until the whole vessel was flaming. Then, too late, he sought refuge on a floating mast, when, with a tremendous explosion, the *Orient* blew up, and the mangled body of the young hero was afterward found among the wreck.

A BOSTON lawyer was called on a short time ago by a boy, who inquired if he had any waste paper to sell. The lawyer had a crisp, keen way of asking questions, and is, moreover, a methodical man. So pulling out a large drawer, he exhibited his stock of waste paper.

"Will you give me two shillings for that?" The boy looked at the paper doubtfully a moment, and offered fifteen-pence.

"Done," said the lawyer, and the paper was quickly transferred to the bag of the boy, whose eyes sparkled as he lifted the mighty mass.

Not till it was safely stowed away did he announce that he had no money.

"No money! How do you expect to buy paper without money?"

Not prepared to state exactly his plan of operations, the boy made no reply.

"Do you consider your note good?" asked the lawyer.

"Yes, sir."

"Very well; if you consider your note is good, I'd just as soon have it as the money; but if it isn't good I don't want it."

The boy affirmed that he considered it good; whereupon the lawyer wrote a note for fifteen-pence, which the boy signed legibly, and lifting the bag of papers, trudged off.

Soon after dinner the little fellow returned and producing the money, announced that he had come to pay his note.

"Well," said the lawyer, "this is the first time I ever knew a note to be taken up the day it was given. A boy that will do that is entitled to note and money too;" and, giving him both, sent him on his way with a smiling face and happy heart.

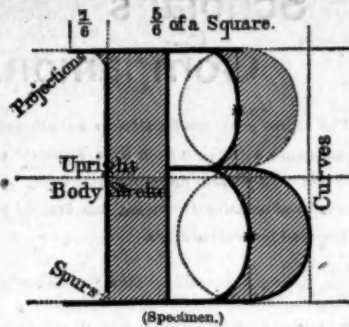
The boy's note represented his honor. A boy who thus keeps his honor bright, however poor he may be in worldly things, is an heir to an inheritance which no riches can buy—the choice promises of God.

Heart, like door, open with ease,

To very, very little keys—

And don't forget that few of these

Are: "I thank you," and "if you please."

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530 min. \$272.50, 535 min. \$275.00, 540 min. \$277.50, 545 min. \$280.00, 550 min. \$282.50, 555 min. \$285.00, 560 min. \$287.50, 565 min. \$290.00, 570 min. \$292.50, 575 min. \$295.00, 580 min. \$297.50, 585 min. \$300.00, 590 min. \$302.50, 595 min. \$305.00, 600 min. \$307.50, 605 min. \$310.00, 610 min. \$312.50, 615 min. \$315.00, 620 min. \$317.50, 625 min. \$320.00, 630 min. \$322.50, 635 min. \$325.00, 640 min. \$327.50, 645 min. \$330.00, 650 min. \$332.50, 655 min. \$335.00, 660 min. \$337.50, 665 min. \$340.00, 670 min. \$342.50, 675 min. \$345.00, 680 min. \$347.50, 685 min. \$350.00, 690 min. \$352.50, 695 min. \$355.00, 700 min. \$357.50, 705 min. \$360.00, 710 min. \$362.50, 715 min. \$365.00, 720 min. \$367.50, 725 min. \$370.00, 730 min. \$372.50, 735 min. \$375.00, 740 min. \$377.50, 745 min. \$380.00, 750 min. \$382.50, 755 min. \$385.00, 760 min. \$387.50, 765 min. \$390.00, 770 min. \$392.50, 775 min. \$395.00, 780 min. \$397.50, 785 min. \$400.00, 790 min. 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ROCKFORD, Mass., April 2, 1877.
MR. EDITOR:—Having read in your paper reports of the remarkable cures of catarrh, I am induced to tell "what I know about catarrh," and I fancy the "snuff" and "inhalant-tube" makers (mere dollar grabbers) would be glad if they could emblazon a similar cure in the paper. For 26 years I suffered with catarrh. The nasal passages became completely closed. "Snuff," "dust," "aerosols," "inhalant-tubes," and "sticks" wouldn't work, though at intervals I would sniff up the so-called catarrh snuff, until I became a valuable tester for such medicines. I gradually grew worse, and no one can know how much I suffered for what a miserable being I was. My head ached over my eyes so that I was confined to my bed for many successive days, suffering the most intense pain, which at one time lasted continuously for 168 hours. All sense of smell and taste gone, sight and hearing impaired, body shrunken and weakened, nervous system shattered, and constitution broken, and I was hawking and spitting seven-eighths of the time. I prayed for death to relieve me of my suffering. A favorable notice in your paper of Dr. Sage's Catarrh Remedy induced me to purchase a package, and use it with Dr. Pierce's Nasal Douche, which applies the remedy by hydrostatic pressure, the only way compatible with common sense. Well, Mr. Editor, it did not cure me in three-fourths of a second, nor in one hour or month, but in less than eight minutes I was relieved, and in three months entirely cured, and have remained so for sixteen months. While using the Catarrh Remedy, I used Dr. Pierce's Golden Medical Discovery to purify my blood and strengthen my stomach. I also kept my liver active and bowels regular by the use of his Pleasant Purgative Pellets. My experience will induce other sufferers to seek the same means of relief, this letter will have answered its purpose.
Yours truly,
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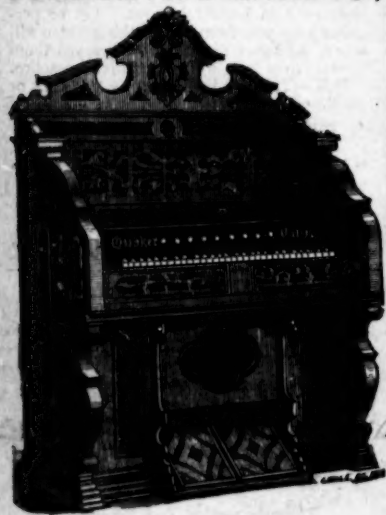
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